

**Minutes of the Governing Body held on Monday 30<sup>th</sup> January 2017  
at 6.30pm in Oak Class**

**Present:** Jane Ellis (Chair) (JE)  
Sarah Peel (HT)  
Nicola Hesleden (NH)  
Steve Aldous (SEA)  
Maxine Roberts (MR)  
David Houlton (DH)  
Helen Wilson (HW)  
Stephen Alford (SAA)  
Linda Wall (LW)

**Clerk:** Sharon Aldous (SA)

No	Item	Action
1	<p><b>Welcome and any apologies for absence and determine whether any absences should be consented to.</b></p> <p>SEA to Chair meeting in absence of JE (previously advised she will be arriving at 6.45pm).</p> <p><b>To identify any confidential items on this agenda to be excluded from public minutes:</b></p> <p>Items 6 &amp; 9 (part).</p> <p><b>To receive declarations of interest, pecuniary or other, for any agenda item. Urgent business items previously notified to the Chair (for discussion at the agenda point below).</b></p> <p>none</p>	
2	<p><b>Prayer</b></p> <p>DH led the prayer.</p>	
3	<p><b>Collaboration and Federation Presentation</b></p> <p>Anne Vetch, current Chair of North Craven &amp; Upper Wharfedale Strategy Group and Chair of Governors at Kettlewell was invited to talk to governors on the subject of federation, collaboration and working together.</p> <p>She explained that the strategy group came into being in March 2016 in order to look at the implications of the White Paper and what that would do to rural schools. The group came together as NYCC decided it was not within their brief, albeit they would support, advise and guide - this threw up a challenge of governors to get together to discuss.</p> <p>The 2016 White Paper set out LA core roles, and confirmed that in 2018 there would be no funding for schools.</p> <p>The group is an advisory working group, with no delegated authority. They have an agreed moral purpose underpinned by a clear vision of quality education provision in North Craven. To promote a collegiate and inclusive approach to raising standards in local schools allowing young people to be educated as close to home as possible.</p> <p>They grouped schools into hubs geographical of no significance whatsoever. Gargrave is in a group together with Boyle &amp; Petyt, Embsay and Threshfield – there is a potential three year group deficit of over £1 million in North Craven and Upper Wharfedale.</p>	

Schools have to do something to survive – they could academise, collaborate or federate. It is not just about money – there are benefits to staff and children.

### Conclusions

- Stand alone small rural schools are not sustainable
- If we are not proactive decisions will be taken out of our hands
- Collaboration is the only way forward to secure quality provision

Upper Primary Federation was born consisting of  
Burnsall (23 children)  
Grassington (70 children)  
Kettlewell (30 children)  
Cracoe (45 children)

If we want these small schools to survive, in AV's view, this is the way forward.

### Present Situation

Through federation, there are more opportunities for children to mix which they couldn't previously have done, more colleagues to bounce ideas off, share resources, back room services, deep learning days.

What does federation retain?

Excellent teaching and learning  
Existing executive Headteacher  
Shared teaching and non-teaching staff  
Identity – including buildings and budgets  
Local authority support  
Creative use of future vacancies  
Our vision

The executive federated governing body consists of 12 governors (small is more productive)

2 x parent governors  
Staff governor  
HT  
LA nominee  
3 x foundation governor  
1 x Ex-officio governor  
3 x Co-opted governors

The Board also has 2 working committees

School resources committee  
School improvement committee

In terms of consultation, AV advised that school would need to go through a prescriptive process to become a federation including having to consult communities with timings. It would require somebody to push it through to decide where we want to be and where we want to go – not the head (too busy).

AV said her ultimate vision is that all the schools in the hub are together which realistically will survive and which will in effect be creating a multi academy trust together with secondary schools in there too (if academies come into being).

**Q** Which part of the process would you do differently?

**A** Consultation – Prepared much more information, considered this and that option and discarded it because.....

AV advised that we would need to identify our potential partners. Approach several.

	<p>The Upper Wharfedale Learning Hub each have a base leader who is responsible for operational (no extra pay), reporting to the one headteacher.</p> <p>AV concluded her presentation and advised governors that she would be more than happy to share the process with us should we wish to go down this route.</p>	
<p><b>4</b></p>	<p><b>Minutes of the Governing Body meeting of 6<sup>th</sup> December 2016 for approval and signing:</b></p> <p>The minutes were approved and signed by the Vice Chair.</p> <p><u>Action Log</u></p> <p>Governors ran through the action log and updated it accordingly.</p> <p><b>Matters arising from the minutes not covered elsewhere on the agenda.</b></p> <p>None.</p>	
<p><b>5</b></p>	<p><b>School Development Plan</b></p> <p><u>Progress Report</u></p> <p>HT displayed the school improvement plan which had been highlighted and annotated by staff . This is a working document in school – each governor had previously been given a copy to refer to.</p> <p>Since governors last met in December, highlights to date are that everyone knows it and everyone collectively shares a vision.</p> <p><b>Q SEA asked NH directly what the highlights were?</b></p> <p><b>A Boys writing, maths and stretching the more able pupils.</b></p> <p>HT had instructed NH not to do leadership for PE for the time being as she had volunteered to take on the literacy role (in the absence of Mrs Handley [current literacy co-ordinator]). Amandine Driver had also offered to help NH by looking at the resources and sorting them out.</p> <p>HT gave Spring update handout to governors detailing progress and impact in:-</p> <p><u>Maths Progress</u></p> <p>KS2 maths resources sorted and stored accessible for pupils  3 pupils accessing dynamo maths – SEN specific targets  KS1 challenges for the more able pupils sorted and accessible  First class @ number initial assessments completed – commences Feb 2017.</p> <p><u>Impact</u></p> <p>Greater use of KS2 maths resources  SEN pupils independently working  More able pupils stretched in KS1</p> <p><u>Reading Progress</u></p> <p>Reading challenge across the school  Guided reading resources sorted in KS2  Y5/Y6 trialling the use of a whole class text and use of text marking and analysis. (HW observed this last week and was very impressed).  Introduction on point, evidence and explain (P.E.E).</p>	

	<p>Ongoing reward for reading at KS1</p> <p><u>Impact</u></p> <p>Majority of pupils read for 3 times for 4 weeks  All KS2 pupils included in guided reading  Improvement in PEE – more success in answering comprehension questions  Pupils not intimidated by these extended questions and feel more ready for secondary school  More pupils reading at home</p> <p><u>Writing Progress</u></p> <p>Peer review of writing – showed ability of pupils to give ideas and articulate them  Additional action plan for 9 weeks created following peer review  Writing lead for these 9 weeks (NH and Mrs Driver)  Increase focus on handwriting (going to have a writer of the week)</p> <p><u>Impact</u></p> <p>Boys taking pride in their work  Improved handwriting</p> <p><b>Q</b> Are we going to publish on the website?  <b>A</b> Yes – good idea.</p>	
<p><b>6</b></p>	<p><b>Reports</b></p> <p>A confidential discussion took place and this is minuted separately.</p>	
<p><b>7</b></p>	<p><b>Budget Monitoring</b></p> <p>SEA queried the learning resources expenditure. Looking at the reasons for variance – it didn't quite add up - £16,000 variance. SA to contact Val Berry (Bursar) and advise governors at next meeting.</p> <p>Governors looked at the SFVS, one amendment to be made regarding the finance committee. Governors agreed and signed the report. SA to send off to Veritau.</p>	<p>SA</p>
<p><b>8</b></p>	<p><b>Safeguarding Audit</b></p> <p>HT, HW, JE &amp; SA had gone through and completed the report and briefed governors on the outcomes.</p> <p><b>Q</b> What are the subjects covered in the report?  <b>A</b> Safer recruitment  Child protection  Attendance and Anti bullying  Risk taking behaviour  Educational Visits  Premises, Health &amp; Safety Security  Management of working arrangements  EYFS  Restrictive Physical intervention</p> <p>Noted and agreed.</p>	
<p><b>9</b></p>	<p>A confidential discussion took place and this is minuted separately.</p> <p><u>Wildlife Project</u></p> <p>HT asked if any governors could be available to help clear the area on Friday 17<sup>th</sup> (12-</p>	

	3pm) and Saturday 18 <sup>th</sup> February (11-3pm) and Saturday 4 <sup>th</sup> March (11-3pm)?	
	<b>Meeting closed at 20.53pm. Next Meeting Tuesday 28<sup>th</sup> February 2017.</b>	

Signed as a true record ..... Date .....